UNIT 11 RESOURCES

Australia, Oceania, and Antarctica

CHAPTER 32 Physical Geography of Australia, Oceania, and Antarctica

CHAPTER 33 Cultural Geography of Australia and Oceania

CHAPTER 34 The Region Today: Australia and Oceania
Book Organization

Glencoe offers resources that accompany World Geography and Cultures to expand, enrich, review, and assess every lesson you teach and for every student you teach. Now Glencoe has organized its many resources for the way you teach.

HOW THIS BOOK IS ORGANIZED

Each resources book offers blackline masters at unit, chapter, and section levels for each unit. Each book is divided into three parts—unit-based resources, chapter-based resources, and section-based resources. Glencoe has included tabs at the side of every activity page in this book to help you navigate.

UNIT-BASED RESOURCES

We have organized this book so that all unit resources appear in the first part of the unit resources book. Although you may choose to use the specific activities at any time during the course of unit study, Glencoe has placed these resources up front so that you can review your options. For example, although World Literature Contemporary Selection 11 appears in the front part of this book, you may plan to use this activity in class during the study of the cultural geography of Australia, Oceania, and Antarctica in Chapter 33.

CHAPTER-BASED AND SECTION-BASED RESOURCES

Chapter-based resources follow the unit materials. For example, Chapter 32 blackline masters appear in this book immediately following Unit 11 materials. The materials appear in the order you teach—Chapter 32 activities; Chapter 32, Section 1 activities; Chapter 32, Section 2 activities; and so on. Following the end of the last section activity for Chapter 32, the Chapter 33 resources appear.

A COMPLETE ANSWER KEY

A complete answer key appears at the back of this book. This answer key includes answers for every activity in the book in the order in which the activities appear in the book.

Acknowledgments

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To the Teacher

THE TOTAL PACKAGE—WORLD GEOGRAPHY AND CULTURES CLASSROOM RESOURCES

Glencoe’s Unit Resources books are packed with activities for the varied needs of all your students. They include the following activities.

ACTIVITIES FOUND IN UNIT RESOURCES BOOKLETS

- **Location Activities**
  These activities help students master the locations of countries, important cities, and major physical features in the region of study. These activities also reinforce students’ awareness of the relationships among places in the region.

- **Real-Life Applications and Problem Solving Activities**
  These activities present a series of realistic geographic issues and problems that students are asked to solve. The activities are designed to utilize the kinds of critical thinking and geography skills that students need to make judgments, develop their own ideas, and apply what they have learned to new situations.

- **GeoLab Activities**
  These activities give students the opportunity to explore, through hands-on experience, the various geographic topics presented in the text.

- **Environmental Issues Case Studies**
  These case studies provide students with the opportunity to actively explore environmental issues that affect each of the world’s regions. Case studies include critical thinking questions and activities designed to extend students’ knowledge and appreciation of environmental challenges.

- **World Literature Contemporary Selections**
  These readings provide students with the opportunity to read literature by or about people who live in each of the world’s geographic regions. Each selection is preceded by background information and a guided reading suggestion, and followed by comprehension and critical thinking questions.

- **Vocabulary Activities**
  These review and reinforcement activities help students to master unfamiliar terms used in the Student Edition. The worksheets emphasize identification of word meanings and provide visual and kinesthetic reinforcement of language skills.

- **Reteaching Activities**
  These are a variety of activities designed to enable students to visualize the connections among facts in the text. Graphs, charts, tables, and concept maps are among the many types of graphic organizers used.

- **Reinforcing Skills Activities**
  These activities correspond to lessons in the SkillBuilder Handbook at the end of the Student Edition. The activities give students the opportunity to gain additional skills practice. In addition, students are challenged to apply the skills to relevant issues in the region of study.

- **Enrichment Activities**
  These activities introduce students to content that is different from, but related to, the themes, ideas, and information in the Student Edition. Enrichment activities help students develop a broader and deeper understanding of the physical world and global community.

- **Guided Reading Activities**
  These activities provide help for students who are having difficulty comprehending the student text. Students fill in missing information in the guided reading outlines, sentence completion activities, or other information-organizing exercises as they read the text.
Unit 11

Resources

Location Activity 11
  Australia, Oceania, and Antarctica ............................................................... 1

Real-Life Applications & Problem Solving Activity 11
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Environmental Issues Case Study 11
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World Literature Contemporary Selection 11
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**Location Activity 11A**

*Use with Unit 11*

**DIRECTIONS:** Label each country and city in Australia and Oceania using the Unit 11 Regional Atlas on pages 792–795 of *World Geography and Cultures*. For more information about Antarctica, see the feature entitled Antarctica: The Land of Ice, on pages 806–809.
Location Activity 11B

DIRECTIONS: Write the correct name for each numbered physical feature in the corresponding blank below.

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.
11.
12.
Real-Life Applications & Problem Solving

Locating and Planning a New Suburb

Imagine that you are an urban planner employed by the government of Capeville, a growing city in Australia. Businesses and industries in Capeville provide many jobs, and Capeville’s population is increasing rapidly. Additional housing is needed, but there is no more space available within the city limits. You are in charge of a project to locate a new suburb for the town—to be called Pomroa—that will accommodate the growing population.

The task seems simple enough; however, several factors present challenges to development outside the city limits. Review the map of Capeville and its surrounding area. To determine the best location for the suburb, consider the needs of the new community in relation to the challenges presented by the available land.
Consider the geography of the Capeville region and the needs of the new community, and answer the following questions.

1. What goods and services, infrastructure, and resources will the residents of the new suburb of Pomroa need access to?

2. What geographic features and other obstacles stand in the way of expanding the city limits of Capeville to include the new suburb of Pomroa?

3. Describe the location of one possible site for the suburb of Pomroa, and explain the site’s advantages and disadvantages.

4. Describe the location of another possible site for Pomroa, and explain the advantages and disadvantages of this site.

5. Choose one of the two sites, and mark it on the map using an asterisk (*). Explain the reasons for your final decision below.
Soil Salinity

**OVERVIEW**

Soil salinity is the presence of naturally occurring salts in soil. Salinity increases when these salts rise to the surface of the soil dissolved in groundwater, forming crystals as the water evaporates. Farming practices can affect the salinity of the soil, sometimes harming both agricultural productivity and the natural environment.

Deep-rooted native vegetation soaks up rainwater so that the water table (the upper level of groundwater) remains stable. Shallow-rooted crops do not absorb groundwater as well. When farmers clear native plants and replace them with agricultural crops, more of the available groundwater evaporates, and the dissolved salts crystallize. When these crops require irrigation, more evaporating water leaves behind more dissolved salts.

Increasing salinity, or salinization, decreases crop yields and damages the natural environment. Over time the accumulated salt causes trees, shrubs, and other plants to die. Animal habitats are lost. Salinization also damages buildings, roads, pipes, and human water supplies.

The solution to this problem probably will involve both prevention and restoration. Limiting the clearing of land and improving drainage will slow the salinization process. Protecting and replanting natural vegetation and shifting to crops that stabilize the water table could help reverse it.

**OBJECTIVES**

1. To understand how different concentrations of salt affect seed germination.
2. To demonstrate that different varieties of plants tolerate different levels of salinity.

**Materials**

- three varieties of fast-germinating seeds (such as bean, grass, sunflower)
- 15 petri dishes
- cotton batting
- plastic wrap
- 5 droppers, one for each beaker or jar
- 5 beakers or jars containing:
  - distilled water (as the control)
  - 0.25 grams salt per liter distilled water
  - 0.50 grams salt per liter distilled water
  - 1.0 grams salt per liter distilled water
  - 2.0 grams salt per liter distilled water

(continued)
Procedures

- Line the bottom of each petri dish with cotton batting.
- Label the first set of 5 dishes A1 to A5. Label the second set of 5 dishes B1 to B5 and the third set C1 to C5.
- Spread one variety of seeds on the cotton in all of the A set of dishes. Spread the second seed variety in the B set and the third seed variety in the C set. Record the number of seeds in each dish.
- For each seed variety, use a dropper to place distilled water into dish 1, the water with the lowest salt concentration into dish 2, and so on, with the highest salt concentration in dish 5. Use only enough water to moisten the seeds.
- Cover each dish with plastic wrap to prevent the seeds from drying out, and place the dishes in a well-lit area.
- At two-day intervals, check the dishes and record the number of germinated seeds. Add the appropriate solution to each dish as needed to keep seeds moist.
- Continue the process for one to two weeks. At the end of this time, do a final count, including the number of germinated and ungerminated seeds.
- Calculate the germination ratio for each dish (germination ratio = ungerminated seeds ÷ germinated seeds). Compare these ratios for different salt concentrations for the same seed variety. Then compare the ratios for the same salt concentrations across different seed varieties.
1. Use a table like the one below for each seed variety. Record the number of germinated seeds (G) and ungerminated seeds (U) each time you check.

<table>
<thead>
<tr>
<th></th>
<th>A1</th>
<th>A2</th>
<th>A3</th>
<th>A4</th>
<th>A5</th>
</tr>
</thead>
<tbody>
<tr>
<td>G</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>U</td>
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<td>4 days</td>
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<td>14 days</td>
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<tr>
<td>Germination Ratio</td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

2. What happens to each type of seed as the salinity increases?

3. How do different varieties of seeds react to increased concentrations of salt?

4. Using the data from your table, write a summary of your findings on a separate sheet of paper. Include any interesting or surprising details.

Critical Thinking

What challenges do farmers in salt-affected areas face? What solution do you think best meets the farmers’ needs? Why?
Environmental Issues

Case Studies

Invasive Species in Australia: Feral Cats

Domestic cats are not native to Australia. After European settlers brought them, some escaped and became feral cats, or cats that roam freely and do not depend on humans for food. Today Australia’s feral cat population has exploded, and these cats hunt for prey that often includes endangered native species. While not all people agree that feral cats are responsible for the decline in populations of certain endangered species, most agree that the feral cat population must be controlled. The debate, which often pits wildlife advocates against animal-rights advocates, is over how to control this population.

Many animal-rights activists support the TNR (Trap-Neuter-Release) technique, which is considered the most humane method. The cats are trapped, spayed or neutered, and returned to their territory. Over time the population declines naturally. However, other people oppose the TNR technique, arguing that it is too costly and ineffective. These people prefer eradication methods, such as hunting, baiting-trapping-killing, and poisoning.

DIRECTIONS: Read the pro and con arguments below. Then, answer the questions under Examining the Issue. Use another sheet of paper for your answers if necessary.

**PRO**

Feral cats are not the main cause of death for endangered species. In fact, many studies show that the majority of wildlife deaths occur because of human actions. It does not make sense to kill animals in order to save other animals. Also, when the population of feral cats in an area is eliminated, other cats are attracted to the area for the food supply, and they have more offspring. Studies from around the globe show that the Trap-Neuter-Release method of controlling feral cat populations is effective and humane. When breeding is prevented in an area, the feral cat population remains the same and even declines as the cats die naturally.

"Eradication methods, even if implemented humanely, cannot solve the feral cat problem. Trap-neuter-return methods . . . offer a longer-term solution, giving healthy ferals the chance of a decent life and freedom from the otherwise endless cycle of breeding."

—Sarah Hartwell, Feline Advisory Bureau

(continued)
Environmental Issues

Examining the Issue

Recalling Facts
1. Why are feral cats a problem in Australia?
   
2. What is the main issue in the debate over controlling the feral cat population?

Critical Thinking Skills
3. Making Judgments Given the arguments in the Pro and Con sections above, how do you think the feral cat population in Australia should be controlled? Explain your answer.

4. Making Inferences Why might animal lovers in Australia feel conflicted over the feral cat issue?

Investigating Further
Research the feral cat issue in another country, such as the United States or England. Compare and contrast the challenges, attitudes, and proposed solutions in the country you choose with those in Australia. Do the countries have similar challenges? Are they dealing with them in similar or different ways?
About the Author

Oodgeroo Noonuccal (1920–1993) was an aboriginal Australian of the Noonuccal tribe, born on Stradbroke Island, Queensland. She was known as Kath Walker for most of her life, but changed her name in 1987 to protest discrimination against her people. Oodgeroo means “paper bark”; a tribal elder gave her this name in recognition of her writing. Oodgeroo was an activist for Aboriginal rights throughout her career and the first Aborigine to have a book of poetry published (We Are Going, 1964). Her writings reflect the Aboriginal values and way of life.

Guided Reading

As you read this excerpt from the short story, “Kill to Eat,” think about why the four younger children share the older brother’s punishment.

from “Kill to Eat”

My father worked for the Government as a ganger of an Aboriginal workforce that helped to build roads, load and unload the supply ships, and carry out all the menial tasks around the island. For this work he received a small wage and rations to feed his seven children. (I was the third-eldest daughter.) We hated the white man’s rations—besides, they were so meagre that even a bandicoot would have had difficulty existing on them. They used to include meat, rice, sago, tapioca, and on special occasions, such as the Queen’s Birthday festival, one plum pudding.

Of course, we never depended upon the rations to keep ourselves alive. Dad taught us how to catch our food Aboriginal style, using discarded materials from the white man’s rubbish dumps. We each had our own slingshots to bring down the blueys and greenies—the parrots and lorikeets that haunted the flowering gums. . . .

One rule he told us we must strictly obey. When we went hunting, we must understand that our weapons were to be used only for the gathering of food. We must never use them for the sake of killing. This is, in fact, one of the strictest laws of the Aborigine, and no excuse is accepted for abusing it.

One day we five older children, two boys and three girls, decided to follow the noise of the blueys and greenies screeching from the flowering gums. We armed ourselves with our slingshots and made our way towards the trees.

My sisters and I always shot at our quarry from the ground. The boys would climb onto the branches of the gum trees, stand quite still, and pick out the choicest and healthiest birds in the flock. My elder brother was by far the best shot of all of us. He was always boasting about it, too. But never in front of our mother and father, because he would have been punished for his vanity. He only boasted in front of us, knowing that we wouldn’t complain about him to our parents.

The boys ordered us to take up our positions under the trees as quietly as possible. “Don’t make so much noise!” they told us. In spite of the disgust we felt for our boastful brother, we always let him start the shooting. He was a dead shot, and we all knew it. Now we watched as he drew a bead on the large bluey straight across from him. The bird seemed intent on its honey gathering from the gum tree. We held our breath, and our brother fired.

Suddenly there was a screeching from the birds and away they flew, leaving my brother as astonished as we were ourselves. He had been so close to his victim that it seemed impossible he should have missed. . . . but he had. We looked at him, and his face of blank disbelief was just too much for us. We roared with laughter. My other brother jumped to the ground and rolled over and over, laughing his head off. But the more we laughed, the angrier my elder brother became.

(continued)
Then, seeming to join in the fun, a kookaburra\(^7\) in a nearby tree started his raucous\(^8\) chuckle, which rose to full pitch just as though he, too, saw the joke.

In anger my elder brother brought up his slingshot and fired blindly at the sound. “Laugh at me, would you!” he called out. He hadn’t even taken time to aim.

Our laughter was cut short by the fall of the kookaburra to the ground. My brother, horrified, his anger gone, climbed down and we gathered silently around the stricken bird. That wild aim had broken the bird’s wing beyond repair. We looked at each other in frightened silence, knowing full well what we had done. We had broken that strict rule of the Aboriginal law. We had killed for the sake of killing, and we had destroyed a bird we were forbidden to destroy.

The Aborigine does not eat the kookaburra. His merry laughter is allowed to go unchecked, for he brings happiness to the tribes. We call him our brother and friend.

We did not see our father coming towards us. He must have been looking for firewood. When he came upon us, we parted to allow him to see what had happened. He checked his anger by remaining silent and picking up a fallen branch. Mercifully he put the stricken bird out of its misery. Then he ordered us home. . . .

Father spoke for the first time since we had killed the kookaburra. He asked for no excuses for what we had done, and we did not offer any. We must all take the blame. That is the way of the Aborigine. Since we had killed for the sake of killing, the punishment was that for three months we should not hunt or use our weapons. For three months we would eat only the white man’s hated rations.

During those three months our stomachs growled, and our puzzled dog would question with his eyes and wagging tail why we sat around wasting our time when there was hunting to be done.

It happened a long time ago. Yet in my dreams, the sad, suffering eyes of the kookaburra, our brother and friend, still haunt me.

---

1. Why do the children hate the government rations?

2. How does the family obtain additional food?

3. Why does the older brother shoot at the kookaburra?

4. Making Generalizations According to this story, which is more important in Aboriginal culture, the individual or the group?
Chapter 32
Resources

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Reteaching Activity 32
Physical Geography of Australia,
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Enrichment Activity 32
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Physical Geography of Australia, Oceania, and Antarctica

**DIRECTIONS:** Use the fill-in-the-blank sentences to complete the grid.

**Word Bank**
- artesian well
- atoll
- coral
- doldrums
- lagoon
- manuka
- typhoon
- wattle

1. Pressurized water underground flows to the surface from an artesian well.
2. The limestone skeletons of tiny sea animals form atoll.
3. A coral is a shallow pool of clear water.
4. Early settlers used coral to build their homes.
5. A narrow band near the Equator called the doldrums is generally windless.
6. The forceful winds of a typhoon can devastate land and vegetation.
7. One of New Zealand’s unique plants is a small shrub called wattle.
RETEACHING ACTIVITY 32

Terms and Concepts

DIRECTIONS: Match each term from Chapter 32 with the correct definition.

1. coral
2. North Island
3. Western Plateau
4. Oceania
5. Manuka
6. atoll

a. ring-shaped island formed on submerged volcano
b. Australia’s large interior desert
c. unique New Zealand shrub
d. thousands of islands
e. one of New Zealand’s two large islands
f. limestone skeletons of tiny sea animals

Visualizing Information

DIRECTIONS: Complete the chart below by filling in the type(s) of climate in each place in the list.

<table>
<thead>
<tr>
<th>Area</th>
<th>Type of Climate</th>
</tr>
</thead>
<tbody>
<tr>
<td>7. Australia: Western Plateau</td>
<td></td>
</tr>
<tr>
<td>8. Australia: area surrounding the Western Plateau</td>
<td></td>
</tr>
<tr>
<td>9. Australia: coastal areas</td>
<td></td>
</tr>
<tr>
<td>10. New Zealand</td>
<td></td>
</tr>
<tr>
<td>11. Oceania</td>
<td></td>
</tr>
</tbody>
</table>
RETEACHING ACTIVITY 32

Working with Geography

DIRECTIONS: You’re in charge of economic development in the region. Complete the chart and then based on the different countries’/regions’ physical geography, answer the questions that follow.

<table>
<thead>
<tr>
<th></th>
<th>Australia</th>
<th>Oceania</th>
<th>New Zealand</th>
</tr>
</thead>
<tbody>
<tr>
<td>12. Describe the different regions within the country/region</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. Could be compared to what other countries or regions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. Climates</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15. Natural resources</td>
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<td></td>
</tr>
</tbody>
</table>

Connecting Ideas

DIRECTIONS: Answer the following questions in the space provided.

16. You’d like to start a chain of tourist resorts in one area. Where would the best location be and why?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

17. A manufacturing company would like to build a plant somewhere in the region. Where would be the best place?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

18. In order to build a chain of resorts and a manufacturing plant in the region, what other kinds of information would be needed to make an informed decision?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Analyzing LANDSAT Images

A series of LANDSAT satellites has been orbiting Earth since 1972, relaying images of Earth’s surface. Scientists use LANDSAT images to track changes in the environment. They examine differences between images of the same area taken over long periods of time. Many LANDSAT images show information in colors. Red areas, for example, might indicate vegetation. Ice or water might be shown in shades of gray.

Follow these steps to analyze a LANDSAT image:
• Read the title.
• Study the image carefully.
• Compare different images of the same place.
• Think about what has caused the changes over time.

Practicing the Skill

DIRECTIONS:
Compare these LANDSAT images showing the Amery Ice Shelf’s “Loose Tooth” in Antarctica. Then answer the questions that follow.

October 6, 2001
September 29, 2002


1. What is the most obvious difference between these two images of the ice shelf?

2. What do these images reveal about the physical geography of Antarctica?

3. What are the causes of physical changes in Antarctica’s landscape?

4. Why are these “cracks in the ice” and other cracks monitored so carefully?
Uluru: The “Great Pebble”

It may have taken over 400 million years of weathering to reveal present-day Uluru, a huge sandstone rock that rises more than 1,000 feet above the Australian desert. At sunrise and sunset, the sandstone appears to change colors. It looks deep purple at dawn, fading to brick red and then salmon as the sun rises in the sky. At sunset the process reverses. The desert plains surrounding Uluru are barren in the winter and covered with desert flowers during the rainy summer season.

In 1872 Ernest Giles became the first European to see Uluru. The following year, William Gosse became the first European to climb it. Gosse named it Ayers Rock after Sir Henry Ayers, the premier of South Australia at the time. Today Ayers Rock usually is called by its Aboriginal name, Uluru, which means “great pebble.”

Uluru has been a sacred place to the Aborigines for hundreds, even thousands, of years. At the foot of the rock are several caves containing Aboriginal paintings. In 1985 the Australian government granted the Aborigines permanent ownership of the national park in which Uluru stands. Many of the areas of Uluru considered sacred to the Aborigines are now barred to tourists. The Aborigines own the land but lease it to the Australian government. Together they administer it as a national park. The park was placed on the World Heritage List as a protected cultural place in 1987.

DIRECTIONS: Use the article to complete the outline. Fill in the blank spaces with single words or short phrases that highlight main ideas for each of the three topics given.

<table>
<thead>
<tr>
<th>Uluru</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. Physical Characteristics</strong></td>
</tr>
<tr>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
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<tr>
<td>3.</td>
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<tr>
<td><strong>B. History</strong></td>
</tr>
<tr>
<td>1.</td>
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<td>2.</td>
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<tr>
<td>3.</td>
</tr>
<tr>
<td><strong>C. Status Today</strong></td>
</tr>
<tr>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
</tr>
<tr>
<td>3.</td>
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<td>4.</td>
</tr>
</tbody>
</table>

Uluru rises 1,100 feet (335 m) above the desert in the Northern Territory.
Chapter 32
Section Resources

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Guided Reading Activity 32-2
Climate and Vegetation .................................................. 22
The Land

Fill In the Blanks

DIRECTIONS: Use the information in your textbook to fill in the blanks for the following sentences.

1. Australia is the only place in the world that is both a ________________ and a country.

2. Except for the Great Dividing Range, most of Australia’s land is ________________.

3. Australia’s Western Plateau, a flat expanse covering two-thirds of the continent, is commonly called the ________________.

4. In the Central Lowlands, infrequent rains swell the ________________, which remain dry most of the year.

5. The ________________, located off Australia’s northeastern coast, is a World Heritage Site.

6. Even though most of Australia’s land cannot be ________________, agriculture is important to the economy.

7. Australia has one-fourth of the world’s bauxite, a mineral used to make ________________.

8. Oceania is a region of thousands of ________________ in the Pacific Ocean.

9. Earthquakes and ________________ eruptions still occur on many islands.

10. New Guinea is a ________________ island, formed out of ancient rock from the seabed.

11. The ________________ are New Zealand’s flattest and most fertile land.

12. New Zealand’s most important resource is its ________________.

13. ________________ products dominate New Zealand’s exports.

14. Underground water heated by volcanoes provides ________________ energy for New Zealand.
Guided Reading Activity 32-2

For use with textbook pages 810–812.

Climate and Vegetation

Outline

DIRECTIONS: Use the information in your textbook to complete the following outline.

I. Australia
   A. Varied Climate and Vegetation Regions
      1. Tropical rain forests, deserts, temperate areas
      2. Caused by (1.)
   B. Interior Desert
   C. (2.) Encircles Desert Region
   D. Moist Coastal Climates
      1. Humid subtropical
      2. (3.)
      3. Marine west coast
      4. Coastal areas support (4.)

II. Oceania
   A. Tropical Rain Forest Climate
   B. Two Seasons: (5.)
      1. Dry: cloudless blue skies
      2. Wet: constant rain, high humidity
   C. Varied Vegetation Based on Rainfall
   D. (6.)
      1. Near Equator
      2. (7.)

III. New Zealand
   A. Climate: (8.)
   B. Geographical Differences Cause Climatic Variations
      1. Warm central plateau; snow-covered mountains
      2. Variations in rainfall
   C. (9.) Produces Unique Plant Life
Chapter 33
Resources

Vocabulary Activity 33
Cultural Geography of Australia and Oceania ........................................... 24

Reteaching Activity 33
Cultural Geography of Australia and Oceania ........................................... 25

Reinforcing Skills Activity 33
Making Inferences ...................................................................................... 27

Enrichment Activity 33
Population in Australia, Oceania, and New Zealand ............................... 29
Cultural Geography of Australia and Oceania

Directions: Match each description in the first column with the correct item in the second column. Write the letter of the answer in the blank on the left of each description.

1. Australian English
2. a blend of English and an indigenous language
3. a family group
4. a heavy throwing stick that curves in flight
5. a dependent area placed under temporary control of a foreign country
6. a largely self-governing country within the British Empire
7. growing only enough for one’s own needs
8. raising of plants and fruits on small plots

Directions: Use the terms from your answers to fill in the word spaces in the puzzle. After you have completed the puzzle, read down the column of boxed letters to find the mystery word.
RETEACHING ACTIVITY 33

Terms and Concepts

DIRECTIONS: Match each term from Chapter 33 with the correct definition.

_____ 1. horticulture  a. family group
_____ 2. Strine  b. bonds among family members
_____ 3. ethnic conflict  c. raising of plants and fruit on small plots
_____ 4. migration patterns  d. disputes over cultural differences
_____ 5. clan  e. Australian English
_____ 6. kinship ties  f. repeated movements of peoples

Summarizing Information

DIRECTIONS: Read the passage below, and then answer the questions.

South Pacific peoples traditionally used art, music, dance, and storytelling to pass on knowledge from one generation to the next. Aborigines, for example, recorded their past in rock paintings and developed songs to pass on information about routes and landmarks. Their most widely known musical instrument is the didgeridoo, a long, hollow tube of wood played by breathing into one end.

7. What is the main topic of the passage?

8. According to the passage, in what ways did Aborigines record their past?

9. What is a didgeridoo?
**Connecting Ideas**

**DIRECTIONS:** Answer the following questions in the space provided.

10. How are population distribution and urbanization similarly related to the physical geography of countries in the region?

11. What were the shifts in control of the region from the eighteenth through the twentieth centuries?

**Organizing Information**

**DIRECTIONS:** Complete the diagram below by writing the letter of each item in the Fact Bank in the correct box in the diagram. (You will not write the same number of letters in each box.)

**Fact Bank**

A. Melanesia, Micronesia, and Polynesia
B. French-owned islands
C. Maori people
D. outback
E. Tahiti
F. Papua New Guinea
G. originally a convict colony
H. first to recognize women’s right to vote
I. Solomon Islands
J. largest population in the region

12. Oceania

13. Australia

14. New Zealand
Making Inferences

When you use facts to make a judgment, you are making an inference. Books and articles do not always provide all the information you need, and charts usually show only certain types of data. After researching a topic, you still may have unanswered questions. However, you may find enough information to be able to infer the answers.

For example, as you read about New Zealand’s physical geography, you learned that North Island and South Island are quite mountainous. You could infer from that information that most people in New Zealand live in the country’s coastal regions. Inferences should always be logical judgments based on the facts given.

Practicing the Skill

DIRECTIONS: Study the chart of facts about New Zealand, and answer the questions that follow. Use the data to help you make inferences.

<table>
<thead>
<tr>
<th>New Zealand</th>
</tr>
</thead>
<tbody>
<tr>
<td>Population Distribution</td>
</tr>
<tr>
<td>Language</td>
</tr>
<tr>
<td>Life Expectancy</td>
</tr>
<tr>
<td>Education</td>
</tr>
</tbody>
</table>


1. What does the life expectancy tell you about New Zealand’s wellness and healthcare? ___________

2. What inference about New Zealand’s standard of living can be made from the population distribution? ___________

3. Why would it be likely that New Zealand has a high literacy rate? ___________

4. What do the official languages tell you about New Zealand’s culture? ___________
Enrichment Activity 33

Population in Australia, Oceania, and New Zealand

DIRECTIONS: Use the table to answer the questions that follow.

<table>
<thead>
<tr>
<th>Country</th>
<th>2006 Estimated Male Population (thousands)</th>
<th>2006 Estimated Female Population (thousands)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Australia</td>
<td>10,084</td>
<td>10,180</td>
</tr>
<tr>
<td>Cook Islands</td>
<td>10</td>
<td>9</td>
</tr>
<tr>
<td>Fiji</td>
<td>455</td>
<td>451</td>
</tr>
<tr>
<td>French Polynesia</td>
<td>142</td>
<td>133</td>
</tr>
<tr>
<td>Kiribati</td>
<td>52</td>
<td>53</td>
</tr>
<tr>
<td>Marshall Islands</td>
<td>31</td>
<td>30</td>
</tr>
<tr>
<td>Micronesia</td>
<td>54</td>
<td>54</td>
</tr>
<tr>
<td>New Zealand</td>
<td>2,025</td>
<td>2,051</td>
</tr>
<tr>
<td>Northern Mariana Islands</td>
<td>35</td>
<td>47</td>
</tr>
<tr>
<td>Papua New Guinea</td>
<td>2,897</td>
<td>2,773</td>
</tr>
<tr>
<td>Samoa</td>
<td>103</td>
<td>74</td>
</tr>
<tr>
<td>Solomon Islands</td>
<td>280</td>
<td>273</td>
</tr>
<tr>
<td>Tonga</td>
<td>57</td>
<td>58</td>
</tr>
</tbody>
</table>

Source: CIA World Factbook, 2006

1. Which country has the largest total population?

2. How many countries have more women than men?

3. What is the total population of Fiji? Samoa? New Zealand?

4. Why is this region known as Oceania?

5. In what ways is life in the Cook Islands probably different from life in Sydney, Australia?
Chapter 33
Section Resources

Guided Reading Activity 33-1
Australia and New Zealand ................................................................. 31

Guided Reading Activity 33-2
Oceania .................................................................................................. 32
Australia and New Zealand

Underline the Word

DIRECTIONS: Use the information in your textbook to choose the word that best completes the sentence. Underline the correct answer.

1. Australia’s ________________ may have the oldest surviving culture in the world.
   (Aborigines/Originals)

2. The ________________ peoples have lived on the island of Tasmania for about 32,000 years.
   (Palawa/Ngarrindjeri)

3. The ________________ came to New Zealand from Polynesia. (Maori/Polynesians)

4. The ________________ of many of these islands led to the development of unique languages.
   (deserts/isolation)

5. Europeans of ________________ descent still make up most of the populations of both Australia and New Zealand. (French/British)

6. Australia and New Zealand’s demand for workers led to more open immigration policies after the ________________. (1970s/1870s)

7. Most people in this region live in ________________. (Australia/New Zealand)

8. Australia has very low population density in its ________________ areas. (rural/urban)

9. The high standard of living in the region’s major ________________ attracts people from rural areas. (cities/farms)

10. After World War II, Australian ________________ expanded greatly. (energy/industry)

11. Government ________________ help immigrants adjust to Australian Life. (programs/housing)

12. ________________ in the region enhances lifestyles but also causes disagreements.
    (Isolation/Diversity)

13. Australian English is called ________________. (pidgin/Strine)

14. The most widely practiced religion in Australia and New Zealand is ________________.
    (Buddhism/Christianity)

15. Australian literacy rates reach ________________. (90 percent/99 percent)

16. Maori meeting houses are decorated with ________________. (oil paintings/wood carvings)
For use with textbook pages 824–828.

Oceania

Fill In the Blanks

DIRECTIONS: Use the information in your textbook to fill in the blanks for the following sentences.

1. Asian peoples settled the islands of Oceania more than _______________ ago.

2. The islands of Oceania are made up of three distinct people groups: Melanesians, Micronesians, and _______________.

3. Melanesia includes French-ruled _______________.

4. Micronesia is situated in the western Pacific east of _______________.

5. Polynesia is located in the _______________ area.

6. The largest population of Polynesians lives in the _______________ islands.

7. Chinese traders settled parts of the region during the _______________.

8. A high percentage of Oceania’s islands are _______________ for human habitation.

9. Peoples from Asia settled the region of Oceania more than _______________ years ago.

10. Europeans brought _______________ that reduced indigenous populations.

11. After Japan lost World War II, their South Pacific island territories were turned over to _______________ as trust territories.

12. Most South Pacific islands achieved _______________ by the end of the 1900s.

13. Of the world’s 3,000 languages, _______________ are spoken in Oceania.

14. People on the Solomon Islands value _______________ farming.

15. To allow better communication among different groups a blend of English and an indigenous language, known as _______________, was developed.

16. Fiji has a _______________ percent literacy rate.

17. Both tourists and local people enjoy the traditional Pacific island sport of _______________.

Chapter 34
Resources

Vocabulary Activity 34
The Region Today: Australia and Oceania .................................................. 34

Reteaching Activity 34
The Region Today: Australia and Oceania .................................................. 35

Reinforcing Skills Activity 34
Problem Solving ............................................................................................... 37

Enrichment Activity 34
A Ship on Shore: The Sydney Opera House ................................................ 39
The Region Today: Australia and Oceania

DIRECTIONS: Use the clues to complete the puzzle.

Across
4. area of protective gases that blocks harmful solar rays
6. animals that are not native to a region
7. type of mammal that matures in a pouch after birth

Down
1. rancher in New Zealand
2. huge Australian ranch
3. chain of predators and their food sources in an ecosystem
5. major South Pacific cash crop from coconuts
8. weather pattern
9. cold water plankton
RETEACHING ACTIVITY 34

Terms and Concepts

DIRECTIONS: Match each term from Chapter 34 with the correct definition.

______ 1. station
______ 2. introduced species
______ 3. grazier
______ 4. marsupial
______ 5. ozone layer
______ 6. copra

a. nonnative animals
b. protective gases that block solar rays
c. dried coconut
d. New Zealand rancher
e. native animal species in Australia
f. Australian ranch

Summarizing Information

DIRECTIONS: Read the passage below, and then answer the questions.

The continent of Australia, separated for so long from other landmasses, is home to many unique animal species. The kangaroo, koala, and wallaby are just three of Australia’s 144 species of marsupials, mammals whose young must mature in a pouch after they are born. The Australian island of Tasmania gave its name to the Tasmanian devil, a powerful meat-eating marsupial about the size of a badger. Australia’s strangest wildlife may be the duck-billed platypus and the echidna, a spiny anteater—the only mammals in the world that lay eggs.

7. What is the main point of this passage?

8. Why does Australia have so many unusual animal species?

9. What makes the echidna and the duck-billed platypus unique as mammals?
**RETEACHING ACTIVITY 34**

**Visualizing Information**

**DIRECTIONS:** Fill in types of air or water transportation in the chart below. Include both commercial and private types as well as those used for trade and tourism.

<table>
<thead>
<tr>
<th>SOUTH PACIFIC TRANSPORTATION</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Air Transportation</strong></td>
</tr>
<tr>
<td>10. ______________________</td>
</tr>
<tr>
<td>_______________________</td>
</tr>
<tr>
<td>_______________________</td>
</tr>
<tr>
<td>_______________________</td>
</tr>
<tr>
<td>_______________________</td>
</tr>
<tr>
<td>_______________________</td>
</tr>
<tr>
<td>11. ______________________</td>
</tr>
<tr>
<td>_______________________</td>
</tr>
<tr>
<td>_______________________</td>
</tr>
<tr>
<td>_______________________</td>
</tr>
<tr>
<td>_______________________</td>
</tr>
</tbody>
</table>

**Connecting Ideas**

**DIRECTIONS:** Answer the following questions in the space provided.

12. Why are modern transportation and communication systems particularly important in the South Pacific region?

   __________________________________________
   __________________________________________
   __________________________________________
   __________________________________________

13. In what ways has nuclear testing had a lasting impact on the region?

   __________________________________________
   __________________________________________
   __________________________________________
   __________________________________________
Problem Solving

People and organizations face many kinds of problems. Problem solving is a complex process that requires analysis and critical thinking. Here are some steps that you can apply to find solutions to both simple and complex problems.

- Identify the problem.
- Brainstorm all possible solutions.
- Evaluate the proposed solutions.
- Select and implement the solution you consider best.
- Later, evaluate the success of the solution.

Practicing the Skill

DIRECTIONS: Read the passage below. Use the diagram to complete the problem-solving steps.

“For eons Aborigines practiced ‘fire-stick farming,’ applying the torch to the land in a carefully controlled way to clear and rejuvenate land for hunting and gathering. Such regular ‘cool burns’ also reduced the amount of fuel available for hotter, more damaging fires that ignite naturally. Europeans, though, deemed fire a threat to life and property and for many years suppressed all fires. As a result, bushfires have intensified, partly because stray sparks now find an oversupply of fuel.”

—“Australia Under Siege,” National Geographic map supplement, July 2000

Identify the problem:

Possible Solution:

Possible Solution:

Possible Solution:

Evaluate the solutions. Write your choice, and explain your reasons for choosing it.

Challenge:

On a separate sheet of paper, try applying this strategy to a problem at your school or a problem of your own.
A Ship on Shore:  
The Sydney Opera House

In 1956 Danish architect Jørn Utzon designed a building unlike anything the world had ever seen. His design for the Sydney, Australia, opera house was selected from 230 entries in a competition. The building’s interlocking concrete shells remind many people of the full sails of a ship. This unique building has become a symbol of the entire country.

Although the building is called the Sydney Opera House, it contains not one but three theaters—one for plays, one for orchestra concerts, and one for operas. The Playhouse is on a floor below the Concert Hall stage, so it does not appear on this floor plan.

**DIRECTIONS:** Use the article and the diagram to answer the following questions.

1. Give the diameter (in feet) of the Opera Theater stage.

2. What is the semicircular area in front of the Opera Theater stage?

3. Which numbers on the floor plan indicate the areas where audience members will sit?

4. What advantage do you see in having two separate stages in the opera house?

5. Would you have voted in favor of Utzon’s design if you had been a judge of the competition? Why or why not?
Chapter 34
Section Resources

Guided Reading Activity 34-1
The Economy ................................................................. 41

Guided Reading Activity 34-2
People and Their Environment ........................................ 42
The Economy

**Short Answer**

**DIRECTIONS:** Use the information in your textbook to write a short answer to each of the following questions.

1. What is the most important economic activity in the South Pacific area?

2. What are two of Australia’s important crops?

3. What are New Zealand's ranches called, and what animals do they raise?

4. Why do most South Pacific farmers practice subsistence farming?

5. What hampers the extraction and development of mineral deposits in Australia?

6. What are the challenges to travel and communications in the region?

7. Why is food processing the most important manufacturing activity in Australia and New Zealand?

8. What features of the South Pacific region make tourism a major service industry?

9. What are Oceania’s exports?

10. How have the region’s global trading relationships changed since the 1900s?
People and Their Environment

Underline the Word

DIRECTIONS: Use the information in your textbook to choose the word or phrase that best completes the sentence. Underline the correct answer.

1. Poor _______________ of resources is causing environmental challenges in many parts of this region. (prices/management)

2. Because of Australia's long isolation, many _______________ animals are found there. (common/unique)

3. _______________ species of animals threaten the survival of many native Australian animals. (Mammalian/Introduced)

4. New Zealand and Papua New Guinea are trying to use their _______________ resources in a way that prevents soil erosion. (forest/agricultural)

5. The region's _______________ sources are threatened by drought, salt, irrigation, and agricultural runoff. (forest/freshwater)

6. The survival of Australia's _______________ Reef is at risk from toxic wastes. (Great Barrier/Great Pacific)

7. As pollution destroys _______________ and plankton, larger marine animals lose a food source. (algae/fish)

8. The _______________ testing of nuclear weapons in the South Pacific damaged the environment and human health. (deep-sea/aboveground)

9. _______________ banned all nuclear-powered ships from its waters in 1986. (Australia/New Zealand)

10. A _______________ in the ozone layer over Antarctica was discovered by scientists in the 1970s. (hole/thickening)

11. The weather event known as _______________ can cause droughts and cyclones. (typhoons/El Niño)

12. If global warming melts ice caps and the ocean levels rise, many _______________ in this region would be flooded. (islands/mountains)
**Location Activity 11** pp. 1–2

11A. Labeling should be consistent with the Regional Atlas on pages 792–795.

11B.
1. Great Victoria Desert
2. Darling River
3. Great Barrier Reef
4. Cape York Peninsula
5. Tasmania
6. Mt. Cook
7. Great Dividing Range
8. Indian Ocean
9. Coral Sea
10. Fiji Islands
11. Transantarctic Mountains
12. Antarctic Peninsula

**Unit 11 Real-Life Applications** pp. 3–4

1. Answers will vary but should include easy transportation; access to Capeville, specifically to Capeville’s business and industry areas; water; electricity; and recreation.

2. Answers should include natural preserves, tribal lands, mountains, and Wagwa Bay.

3. Answers will vary. Students might identify the area just west of the city and south of the Natural Preserve. One advantage is the site’s nearness to Capeville. One disadvantage is deforestation.

4. Answers will vary. Students might identify the area to the north of Capeville just across Wagwa Bay. One advantage is Wagwa Bay Bridge, which creates easy access to both the business and industry sections of Capeville via route 77. Another advantage is that deforestation is not necessary to build at this site. One disadvantage is that it is separated from Capeville by Wagwa Bay.

5. Students’ answers should explain why the advantages of one of their choices in questions 3 and 4 outweigh its disadvantages and why it is better than the other site.

**GeoLab Activity 11** pp. 5–7

1. Students’ charts should be complete and accurate.

2. Responses should indicate that fewer seeds germinate as salinity increases.

3. Summaries should be clearly written and thorough and should demonstrate careful observation.

4. Student answers may vary.

**Critical Thinking** Possible challenges include these: Many of the crops whose yields are declining because of soil salinity are the same crops that contribute to the problem in the first place. Yet without these crops or a suitable replacement, many farmers will lose their incomes. Students’ suggested solutions should be well reasoned and consider both short-term and long-term consequences.

**Unit 11 Environmental Case Studies** pp. 9–10

1. There are large numbers of feral cats, and some people blame them for preying on native Australian wildlife, including endangered species.

2. Most people agree that the population must be controlled, but they can’t agree on which method to use. Some people favor the humane Trap-Neuter-Release method, while others think this method is ineffective and instead call for eradication of feral cats.

3. Students’ answers should reflect an understanding of the method chosen and should present logical reasons for their choices.

4. Regardless of the method that is used, some animals will be killed. Animal lovers do not want to see millions of cats killed, but they also do not want the cats to kill the native wildlife.

**Unit 11 World Literature** pp. 11–12

**Interpreting the Reading**

1. The food tastes strange to them and is low in quality. They aren’t given enough rations to satisfy their appetites.

2. The children hunt with slingshots to catch food such as birds.

3. It seems to be laughing at him for missing an easy shot. His pride is hurt because he is vain about his marksmanship. He is so angry over his brother and sisters’ laughter that the bird’s laughter is more than he can take.
Critical Thinking
4. Making Generalizations The group; when all five children share the blame, the writer says, “That is the way of the Aborigine.”

Vocabulary Activity 32 p. 14
1. artesian well
2. coral
3. lagoon
4. wattle
5. doldrums
6. typhoon
7. manuka

Reteaching Activity 32 pp. 15–16
1. f
2. e
3. b
4. d
5. c
6. a
7. dry desert
8. steppe
9. humid subtropical, Mediterranean, marine west coast
10. marine west coast
11. tropical rain forest
12. Students should briefly describe the major regions within the country/region.
13. Students should come up with some of countries or states with physical geography that is similar.
14. Explanations should describe major climate ranges of the country/region.
15. Students should briefly describe the natural resources of the country/region.
16. Students should understand what area would best support a tourist location and be able to explain why.
17. Students should understand what area would best support a manufacturing plant and be able to explain why.
18. Developers would have to know what kind of transportation goes to and from areas. They would have to know what kind of workforce is available. They would have to be aware of environmental issues.

Reinforcement Skills Activity 32 p. 17
1. The crack in the shelf is getting longer.
2. Possible answer: The physical geography is always in a state of change.

3. Possible answer: changes in the Earth’s temperatures and climate
4. Possible answer: the possibility of a rise in sea levels that would induce flooding in many island locations

Enrichment Activity 32 p. 19
Answers should be taken from the following:
A. Physical characteristics include the rock’s height, its colorful and changing appearance, its composition (sandstone), its isolation in the desert, and the cave paintings at its base.
B. The history of Uluru includes its early and continuing importance to the Aborigines, its Aboriginal name and the meaning of that name, its cave paintings, and its discovery and naming by the British.
C. Students should mention ownership of the rock by the Aborigines, the lease of the land to the government, its status as a national park and protected area, and the partial ban on tourism.

Guided Reading Activity 32-1 p. 21
1. continent
2. level (flat)
3. outback
4. rivers and lakes
5. Great Barrier Reef
6. farmed
7. aluminum
8. islands
9. volcanic
10. continental
11. Canterbury Plains
12. soil
13. Sheep and wool
14. geothermal

Guided Reading Activity 32-2 p. 22
1. differences in rainfall
2. Milder Steppe Climate
3. Mediterranean climate
4. most agriculture
5. Wet and Dry
6. Windless area called doldrums
7. Typhoons cause great damage
8. Marine West Coast
9. Geographic Isolation
Vocabulary Activity 33 p. 24

1. h
2. c
3. b
4. g
5. e
6. d
7. a
8. f
9. t rust territory
10. subs istencefarming
11. boomerang
12. dominion
13. clan
14. pidginenglish

Reteaching Activity 33 pp. 25–26

1. c
2. e
3. d
4. f
5. a
6. b
7. South Pacific peoples used art forms to pass on knowledge to the next generation.
8. through rock paintings and songs
9. a musical instrument made of a long, hollow tube of wood that is played by breathing into one end
10. Most people in the region settle in coastal areas. Urban centers also develop in coastal areas, where temperate climates, fertile soil, and sea transportation can support larger populations. Interior areas tend to be rugged and arid, which discourages settlement.
11. Britain, France, Germany, Spain, and the United States controlled different parts of the region from the 1700s through the early 1900s. Australia and New Zealand gained independence in the early 1900s. After World War I, Japan gained control of many of Germany’s colonies in Oceania. After World War II, Japan’s possessions were placed under U.S. control. Since the 1970s, most South Pacific island countries have gained their independence.

12. A, E, F, I, B
13. D, G, J
14. C, H

Reinforcing Skills Activity 33 p. 27

1. New Zealand has decent healthcare and they are educated and take care of themselves.
2. New Zealand has a high standard of living in urban areas.
3. Because New Zealand has free and compulsory education.
4. New Zealand values its indigenous populations and their culture.

Enrichment Activity 33 p. 29

1. Australia
2. Seven
3. Fiji – 906,000, Samoa – 177,000, New Zealand – 4,076,000
4. Most of the region is covered by ocean with widely scattered islands that occupy only a small percentage of the total area.
5. Possible answers include: Cook Islands would not be as densely populated as Sydney. It would probably be quieter and have less pollution. Stores and other facilities may not be convenient. Travel would be more limited because of Cook Island’s remote location. Road systems would not be as developed. There would not be as many theaters or television or radio stations.

Guided Reading Activity 33-1 p. 31

1. Aborigines
2. Maori
3. isolation
4. Australia
5. rural
6. cities
7. industry
8. programs
9. Diversity
10. Strine
11. 99 percent
12. wood carvings
Guided Reading Activity 33-2 p. 32
1. 30,000
2. New Caledonia
3. central Pacific
4. 1800s
5. unsuited
6. diseases
7. independence
8. 1,200
9. subsistence
10. 93

Vocabulary Activity 34 p. 34
Across
4. ozone layer
6. introduced species
7. marsupial
Down
1. grazier
2. station
3. food web
5. copra
8. El Niño
9. diatom

Reteaching Activity 34 pp. 35–36
1. f
2. a
3. d
4. e
5. b
6. c
7. Australia is home to many unique animal species.
8. The continent has been separated from other landmasses for a long time.
9. They are the only mammals that lay eggs.
10. small planes, helicopters, cargo planes, commercial airlines
11. ferries, sailboats, motorized boats, cargo ships
12. Modern transportation and communication systems are particularly important because of the enormous distances between islands and the enormous size of Australia. In many places the terrain is too rugged for ordinary methods of land transportation, so airplanes are used frequently. Radio and other communications link the various parts of the region.
13. Nuclear testing affected the people who lived where the tests were done. Some people were removed from their home islands, but others on nearby islands died or suffered lasting health effects. The effects of radiation and environmental damage have continued for many years. The tests have also caused many people in the region to become antinuclear activists.

Reinforcing Skills Activity 34 p. 37
Problem: Possible answers: Bushfires now burn more intensely; fires present a threat to humans and wildlife.
Solutions: Possible answers: Implement “cool burns” using modern technology to control them better; develop better ways of fighting bushfires; find ways to clear brush from land other than by burning.
Solution: Students' choices should be supported by logical reasons.
Challenge: Students' choices and strategies should be supported by their own logical reasons.

Enrichment Activity 34 p. 39
1. about 15 yards, or 45 feet.
2. the orchestra pit
3. 1 and 5
4. Possible answers: Two performances can take place at the same time; there can be more concerts and more operas performed every season because each has its own theater; stages and auditoriums can be designed especially for their particular use.
5. Most students probably will like Utzon's design because it is so unusual. Some students may point out that it is a perfect design for a site on the water, because the building resembles a ship in full sail. Some students may dislike it simply because it looks very different from building designs to which they are accustomed.

Guided Reading Activity 34-1 p. 41
1. agriculture.
2. wheat and sugarcane
3. sheep, beef and dairy cattle
4. lack of arable soil limits commercial agriculture
5. high transportation costs and Aboriginal land rights
6. physical barriers and long distances
7. because agriculture is important in both countries
8. The region's indigenous cultures, unique wildlife, and contrasting physical features draw thousands of tourists.
9. They export copra, timber, wood products, fish, vegetables, and handicrafts.
10. Australia and New Zealand increased trade with neighboring Asian countries, and island countries formed the South Pacific Forum.

Guided Reading Activity 34-2 p. 42
1. management
2. unique
3. Introduced
4. forest
5. freshwater
6. Great Barrier
7. algae
8. aboveground
9. New Zealand
10. hole
11. El Niño
12. islands